

# PROGRAM AMENDMENT

## SCHOOL IMPROVEMENT GRANTS

District Name: Jefferson School Name: Doss High School

Person Submitting Amendment: Katie LaDuke

Reviewer: Tara Rodriguez Date Revision Approved: 8-8-17

Sections	(Amend)Yes or No	Description data supporting amendment and strategies to be included.
<p>Section 1: Commitment to Serve</p> <ul style="list-style-type: none"> <li>Assessment data</li> <li>Non-cognitive data</li> <li>Causes and contributing factors</li> <li>Strategy selection</li> </ul>		<p>The non-cognitive data identified an issue with student attendance the last two quarters of the school year. The Senior Class had the largest percentage of decreasing attendance from the first quarter to the fourth quarter of the year with a 4.3% decrease (92.6% in October to 88.3% in June). The Freshman Class is close behind with a 3.8% decrease (91.9% in October to 88.10% in June). The Sophomore Class had the best attendance for the school year with a decrease of only 2.3%. Overall the attendance decreased are slowly declining compared to the 15-16 school year.</p> <p>Increasing Attendance: We have found that some students are missing a significant amount of instructional time and community building poor attendance. At the high school level, the College Preparatory Mathematics (CPM) curriculum requires students to work in cooperative groups to form concept understanding. Students with poor attendance miss opportunities to work with peers to develop understanding. To support students, Doss offers a weekly Intervention period. Students that maintain their attendance are able to access the help and support they need to be successful. Plans are included in Response to Intervention (RTI) to help increase school attendance. Protocols for student absences have been developed. Preventative classroom interventions such as, instruction that engages all students, parent contact, and advisor contacts will be utilized. The Youth Service Center, Guidance Counselors and Assistant Principals will be involved in targeted interventions for</p>

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		<p>these students after three absences. The resources provided by this grant will support Doss in implementing plans to increase overall student attendance by 2%.</p> <p>The Behavior Data demonstrates that 248 students were out of school suspensions for the first semester compared 418 the previous year. With this data, it is clear that students are not in classrooms receiving the much needed instruction. Although Doss has decreased the overall number of suspension hours from, there is still a large portion of students being out of the classroom.</p> <p>Reducing Suspensions: Doss intends to decrease the suspensions rates through the use of the SRT Coach, Freshman Academy, mentoring programs, hero program, and Response to Intervention for behavior. Doss is currently implementing Positive Behavior Intervention Strategies (PBIS). Within this system, Doss will focus on identifying levels of behavior and appropriate intervention strategies for that level. Many students are out of class for Level 1 behaviors which should be dealt with in the classroom. Doss has established school-wide expectations and will be focusing on classroom behavior and intervention strategies.</p>
Section 2: Intervention Model ( <b>Tier I and Tier II</b> )		
Section 3: Actions <ul style="list-style-type: none"> <li>• Technology</li> <li>• Family involvement</li> <li>• Personnel assignments</li> </ul>		Doss High School would like to add the hero program to the SIG grant to promote a positive culture by reinforcing accountability and recognizing great students. The hero program includes three components: redirection, reinforcement, and communication. Doss would like to

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<ul style="list-style-type: none"> <li>• Redirected funds</li> <li>• PD</li> <li>• Resources</li> <li>• External support</li> <li>• Review policies</li> <li>• Changes in policies/practices</li> <li>• Sustain reform</li> </ul>		<p>move \$6000 from the Resource Teacher salary code (The resource teacher previously funded through Doss SIG has submitted retirement documentation. This position will not be filled for the FY17-18 school year. Doss needs to redirect these payroll funds) to Technology Software.</p> <p>Redirection includes a tardy tracking process that will reduce the number of tardies by 50-80%. It also includes a referral management system that allows teachers to submit referrals directly to the administration and allows administration to approve, reject, or reject asking for more information. The tardy and referral process allows for immediate feedback to the student, teacher, and parent.</p> <p>Reinforcement includes a positive behavior intervention and supports program. It implements policies school-wide, so classroom management is consistent across the school.</p> <p>Communication includes parent and student engagement tools. Students and parents are able to see individual performance delivered in real-time, which promotes more positive behavior. It also includes three ways to access Hero: computer, iPhone, and Android apps.</p> <p>The work is sustainable because Doss High School teachers, administrators, and support staff will be trained in the hero program and its software. This will be a unified way to track behavior, tardies, and communication with parents across the school.</p> <p>SIG</p> <p>FROM: 1002227-011038-460A (\$6000)</p> <p>TO: 100-2219-0650-460A</p>
Section 4: Timeline		
<ul style="list-style-type: none"> <li>• Three year timeline</li> </ul>		
Section 5: <b>Tier I and Tier II</b> annual goals		
<ul style="list-style-type: none"> <li>• District services</li> <li>• Activities to improve</li> <li>• Literacy and mathematics plans</li> </ul>		

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Section 6: <b>Tier III</b> Services <ul style="list-style-type: none"> <li>• District services</li> <li>• Activities to improve</li> <li>• Literacy and mathematics plans</li> </ul>		
Section 7: <b>Tier III</b> Annual Goals <ul style="list-style-type: none"> <li>• S.M.A.R.T. goals</li> <li>• Quarterly benchmarks</li> <li>• District support when not achieving goals</li> </ul>		
Section 8: Consultation <ul style="list-style-type: none"> <li>• Stakeholder input/involvement</li> </ul>		

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